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ABSTRACT

This course outline suggests materials and learning activities on the interrelated causes and consequences of population growth and other population matters. The document describes 15 class sessions which integrate information for sociology, anthropology, psychology, biology, animal behavior, and education. Topics include the history of human population growth, evolution, political implications of scarce resources, immigration, world population growth, family size, urbanization, and practical and philosophical consideration of United States population policies. Learning activities involve students in role playing, group discussion, presentation of papers and reports to the class, community surveys, and values clarification games. For each topic, information is presented on reading and writing assignments, suggested lecture topics, discussion, learning activities, films, class visitors, special papers and projects, and behavioral objectives. Intended primarily for use on the college level, the curriculum can also be modified for use with advanced secondary school students. A bibliography and form requesting teacher feedback conclude the document. (Author/DB)

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POPULATION AND HUMAN DEVELOPMENT

A Course Curriculum Including Lesson Plans, Activities, and Bibliography

By Elaine M. Murphy

Revised by Alison T. Long
and Elaine M. Murphy

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INTRODUCTION

"Population and Human Development" is a course outline designed to educate general college audiences about the interrelated causes and consequences of population growth and other population matters. It can be easily adapted as a training instrument for teachers interested in population. Information regarding teaching materials has been included for this purpose. The curriculum can also be modified for use with advanced high school students.

This course is divided into fifteen class sessions, each focusing on a different aspect of population. It integrates the fields of sociology, anthropology, psychology, biology, animal behavior, and education. This multidisciplinary approach is adopted from the Human Development Department of the University of Maryland. A list of the session topics and their related behavioral objectives begins on page 13.

Each of the fifteen class sessions follows the basic format outlined below. Some suggestions for conducting the sessions are also presented, but teachers are encouraged to adapt the session format, as well as content, to their particular classes.

Addresses of population-related organizations are listed on page 40. These should be helpful in obtaining further information and materials.

CLASS FORMAT DESCRIPTIONS

Assignments

1. Readings: Most of the reading assignments are based on three basic texts (see page 9). These texts will be referred to in the following pages by author. Other readings should be ordered well in advance. Of course, other relevant material may be substituted. Readings which provide the basis for the brief lectures (described below) are listed in the bibliography and should be available at most university and large public libraries. Some may be ordered for little or no charge from the organizations. A list of addresses can be found on page 40. Teachers who wish to base their lectures on these extra readings and/or make the readings available to the students as well should review the sessions before the start of the course and order the necessary materials as soon as possible to insure that they will arrive on time.

2. Writing: In an effort to encourage the student to read critically and to question actively the validity of the readings, most of the assignments ask the student to summarize the reading assignment. These should be brief; one paragraph at most, a few sentences will do. In addition, many assignments also ask the student to prepare brief "comments, questions, or complaints" on the readings, referred to throughout as "CQC's."

Brief lectures

Most of the suggested lectures are summarized in a 25-page paper, A Biosocial View of Population: Fertility Behavior in Animal Groups and Early Human Societies, by Elaine Murphy and available for $1.00 from The Population Institute. Teachers are free, of course, to seek other sources, to present other relevant lectures, to ask students to make brief presentations, or to eliminate the lectures entirely. This may be desirable since discussions, films, activities and class presentations often take more time than anticipated. Many of the lectures refer the teacher to helpful articles and materials.

Discussions

These are based on the reading assignments, activities, or special projects or papers.

Activities

Many of the sessions provide for classroom activities as a means of presenting the session topic on a more personal level. Some require materials which can be obtained in advance by writing The Population Institute, Zero Population Growth, Inc., or the Population Reference Bureau (see page 40 for addresses).

Films

These are of varying length, for use as time allows. They are available on loan for a moderate charge from many organizations. The major sources and their rental fees are:

Zero Population Growth, Inc.
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
$10.00

Population Reference Bureau
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
$10.00

Population Film Library
814 A Brodie A-1
University of Cincinnati
Cincinnati, Ohio 45221
$3.00

National Association for
Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009
FREE

Other film libraries and their major holdings are listed in the ZPG Population Education Teacher's Kit (see page 46).

Class Visitors

The use of speakers adds liveliness to the class sessions and emphasizes to students the range of resources available in the community. In almost every area of the United States one can now find speakers from Zero Population Growth, National Organization for Women, Sierra Club, Planned Parenthood, or local colleges and universities. A nationwide list of organizations which offer speakers on the population issue is contained in a National Directory of Population Speakers Sources (see page 42). Suggestions for visitors are included for some of the sessions.

Special papers and projects

In addition to the regular assignments and activities for each session, it is suggested that each student write a brief paper or complete an individual or group project for presentation to the class, focusing on one of the fifteen topics covered in the sessions (see page 11 for suggested topics). Teachers may have to rearrange the format to accommodate students' presentations.

OUTLINE OF SESSION TOPICS AND BEHAVIORAL OBJECTIVES

By completing assignments and a special paper or project and participating in class discussions and activities, the student should be able to achieve the following goals of this course and objectives associated with each session.

Goals of this course: 1. To help undergraduate students understand how population changes in the world and in the United States affect the individual and society, and how, in turn, individual and social decisions help determine population size and characteristics; 2. To help teachers or prospective teachers to discover effective teaching techniques, materials, and resources to transmit this understanding to their students.

SESSION 1: History of Human Population Growth
Define basic demographic terms; explain the interdependence of birth rates, death rates and migration in terms of population growth, decline or stability; describe briefly the history and projected future of human population growth.

SESSION 2: Evolution, Animal Behavior and Anthropologic Data
Describe animal studies and studies of "primitive" tribes which bear on population; support or refute arguments which place present-day population problems in these contexts.

SESSION 3: Population Growth on a Finite Planet
Identify the role population plays in our food, resource and pollution problems; identify the role of affluence and technology on these problems and the relationship between these two factors.

SESSION 4: Political Implications of Scarce Resources
Identify the possible effects of population growth and global interdependence on 1) world political stability and competition, including the threats of national or international conflict, and 2) the world economic system.

SESSION 5: Population Growth and Social Conditions
Describe how population growth affects social development including education; describe how the level of development, in turn, encourages or discourages population growth.

SESSION 6: World Population Growth and Problem-Solving Strategies
Suggest various social and political actions through which nations can consciously attempt to alter their population growth rate, distribution or characteristics; assess the efficacy of these attempts in the light of past policies, and ethical considerations.

SESSION 7: Does the United States Have a Population Problem?
Define "population problem" in the light of varying value systems; support or refute the assertion that the United States is "overpopulated" in the light of those value systems; identify problems and benefits arising from slowing the growth rate.

SESSION 8: United States Population Distribution and Urbanization
Suggest the possible effects of changes in population distribution, particularly urbanizaiton, on 1) water, land, and energy resources; 2) social services; and 3) political and economic well-being of the areas both entered and left.

SESSION 9: Immigration
Explain what percentage of the United States population growth is due to legal immigration and estimate the extent of illegal immigration; identify which American values come into conflict in immigration policies; be able to explain the positions of those holding opposing viewpoints.

SESSION 10: Population and the Individual: Stress, Alienation, Privacy and Politics
Identify ways in which population growth and density have an impact on the life-style of the individual. Discuss the impact of large numbers of people on individual adjustment, interpersonal relations and the adequacy of political representation.

SESSION 11: Family Size: Effects on Parents, Children and Family Life-Styles
Analyze the effect of family size on the individuals in a family and on the family as a system. Is birth order associated with I.Q.? What are the echoes of the "baby boom"? Be able to support assertions with relevant scientific findings.

SESSION 12: Changing Family Patterns
Identify the most recent trends in marriage, divorce, family size, and other changing family patterns. Consider the impact of the women's movement, pronatalism, and attitudes towards family planning. Assess the impact of these changes for population size and for the individual.

SESSION 13: United States Population Policies: Practical and Philosophical Considerations
Identify moral dilemmas posed by various population policies; develop a framework with which to resolve policy conflicts.

SESSION 14: Population Education or Population Growth and the Individual
Assess various population education teaching techniques and resources. Describe how population education can be integrated into existing courses. An alternative topic is offered to those classes which have no teachers or education majors; it deals with the controversial values and ethics confronted in the field of population.

SESSION 15: Review of Materials and Resources or Summary Review
Review and assessment of teaching materials. Values clarification exercises are offered as an alternative activity.

BASIC TEXTS AND SUGGESTED READINGS

There are three basic texts from which assignments are taken. It is recommended that each student and teacher have his/her own copy. Teachers may, of course, substitute texts and related assignments.

Brown, Lester R. In the Human Interest. New York: W.W. Norton & Co., Inc., 1974. $2.95

Commission on Population Growth and the American Future. Population and the American Future. New York: New American Library, 1972. $1.50

Reid, S.T. and David Lyon. Population Crisis: An Interdisciplinary Perspective. Glenview, Illinois: Scott Foresman & Co., 1972. $4.95

Supplemental materials (required for teachers or education majors):

Options: A Study Guide to Population and the American Future. This is available free from the Population Reference Bureau.

Population Education Teacher's Kit. This contains backround information on population education; explanations of basic population dynamics; a student quiz; handouts for population games; riddles and activities; the paperback Twenty-two Dimensions of the Population Problem and the accompanying study guide; the Population Reference Bureau's World Data Sheet; sample Interchanges; Population Education: Sources and Resources (a 23-page annotated list); the audiovisual guide, "The Family" (unit 17 of the Population Profiles series issued by the Center for Information on America); "Population Myths"; and ZPG materials price list. This kit is available for $2.00 from Zero Population Growth, Inc.

Note: Since both of these materials are teaching aids and contain activity ideas and teaching resources (films, games, books, etc.), they are strongly recommended for any group, even non-teachers.

Additional teaching materials which are helpful but not necessary for the teaching of the course:

Interchange. A free population education newsletter containing essays, resources, charts, and activities. Published by the Population Reference Bureau. Back issues suggested for various sessions are: Vol. 2, Nos. 1,2,3,5; and Vol. 3, Nos. 3,4.

Scientific American, Sept. 1974, Vol. 231, No. 3. A special issue dealing with "The Human Population". Also issued as a paperback by W.H. Freeman, San Francisco, 1974, $3.95.

Population: Dynamics, Ethics and Policy. A compendium of classic articles on population originally appearing in Science between 1968 and 1975. Available in paperback from American Association for the Advancement of Science (AAAS), 1515 Massachusetts Ave., N.W., Washington, D.C. 20005.

Culture and Population Change. A report on the cultural factors associated with population policies. Includes a commentary on the World Population Plan of Action formulated at the World Population Conference in Bucharest, 1974. Revised 1976 edition available in paperback at $3.50 from AAAS (see above).

Population Growth: The Human Dilemma, by Katherine M. Fowler, 1977, $3.50. An annotated list of readings and supplementary materials on population for students and teachers. National Science Teachers Assoc., 1742 Connecticut Ave., Washington, D.C. 20009.

Food for Thought. A food/population simulation game. (See page 42)

A Biosocial View of Population: Fertility Behavior in Animal Groups and Early Human Societies, by Elaine Murphy, provides background information for several of the sessions. (See page 41.)

Twenty-two Dimensions of the Population Problem, by Lester Brown, Patricia McGrath and Bruce Stokes of Worldwatch Institute. Discusses the many ways that population trends affect other concerns such as energy, food, pollution, and individual freedom. 20 or more, $.75 each; single copies, $2.00. It is also contained in the ZPG Population Education Teacher's Kit.

PROJECT SUGGESTIONS

Some of these projects might best be accomplished by small groups, others by individuals.

1. Assemble a slide/tape presentation illustrating and describing the effects of population growth combined with high consumption of natural resources.

2. Interview a group of high school students in sex education classes and ask them to assess the adequacy of the course in terms of their own needs. Present your report to the class.

3. Interview high school teachers about their interest in including a unit about population dynamics in the curriculum. What would be the desired length of time of this unit? What would make this easy and pleasant for the teachers to do?

4. Prepare an anecdotal report based on questionnaires or on interviews with neighbors, relatives or friends on their reactions to their own family size, their opinions on ideal family size and their attitudes toward world and U.S. population growth. Include questions on attitudes toward a U.S. population policy and toward legal and illegal immigration.

5. Contact a local or state legislator and determine his/her position concerning population-related legislation. Ask what research findings he/she feels would be helpful in determining his/her future policies concerning population issues.

6. Detail and document some of the pronatalist forces in our culture, such as portrayal of family size in children's literature, advertisements and toys; family rates for travel, recreation, and health insurance; income tax deductions, and so forth. What evidence is there (if any) that attitudes are changing?

7. Organize a debate on contrary views of a population-related topic, such as the positive and negative impact of a stabilized population on our economy; the changing role of women vs. needs of small children; teenage need of contraceptive services and sex-education vs. condoning sexual activity; energy needs vs. environmental needs.

8. Administer a brief questionnaire about population concepts to high school students and assess the state of their knowledge about population.

9. "Community Survey on the Status of Women," (see page 42).

POPULATION AND HUMAN DEVELOPMENT: CLASS SESSION OUTLINES

SESSION 1: History of Human Population Growth

Introduction

The approach will be one of inquiry into a problem that touches many aspects of our lives. It will therefore attempt to integrate the findings of many disciplines and view them in light of both the world and the United States situations.

1. Pre-course test: population facts and attitudes (see pages 51-59).
2. Overview of topics to be covered (see pages 6-8)
3. Introduction to required textbooks, assignments and research paper or project.

Brief lecture

The history and future of human population growth. Presentation of basic concepts: birth and death rates, growth and fertility rates, cohort grouping, age composition, and dependency ratio. For backround reading, the following works might be helpful:

Lester R. Brown, In the Human Interest (see bibliography);

"Population Growth" in Population and the American Future (pages 9-21);

Ansley J. Coale, "The History of the Human Population," in The Human Population by Scientific American editors (see bibliography).

For information and activities which illustrate population dynamics, see:

Population Education Teacher's Kit from Zero Population Growth (see page 46, no. PE1)

Edward Anthony Wrigley, Population and History.

Film

"World Population" (3 minutes/1972/color). This film is a graphic visualization of the history of population growth since 1 A.D. and projected to the year 2000. It is available from ZPG, Inc. and The University of Cincinnati. See page 4.

SESSION 2: Evolution, Animal Behavior and Anthropologic Data

Assignment

1. Read "Population Control in Primitive Groups" in Reid and Lyon (pages 49-55).

2. Read any of the following articles or chapters of books dealing with evolution, animal behavior, or early man. Complete bibliographical citations are found on pages 60-65.

   Robert Ardrey, The Territorial Imperative

   Robert A. Hinde, Biological Bases of Human Social Behavior

   Wes Jackson, Man and the Environment

   K. Lorenz, On Aggression

   Desmond Morris, The Naked Ape or The Human Zoo

   S.T. Reid and David Lyon, Population Crisis (chapters 8-15)

   Anthony Storr, Human Destructiveness

   Lionel Tiger, Men in Groups

   Time-Life Series on Evolution, Primates, Animal Behavior or Early Man

3. Debate both sides of the issue: list briefly from your readings social behavior which humans share--or seem to share--with other animals. Then in each instance, comment on how human behavior differs (if it does) or how it is modified by cultural adaptation. What, if any, are the implications for understanding population problems?

Discussion

Readings and writing assignment.

Brief lecture

Anthropologic studies of fertility. Read A Biosocial View of Population by Elaine Murphy.

SESSION 3: Population Growth on a Finite Planet

Assignment

1. Read "Population Growth on a Finite Planet" in Brown, pages 28-74.

2. Write very briefly (a paragraph will do) a summary and at least three comments, questions, or complaints on the reading, hereafter referred to as "CQC's."

Brief lecture

Malthus' predictions, and world hunger and the American diet. Recommended backround readings are:

Thomas Malthus, "Essay on Population";

William and Paul Paddock, "Famine 1975," in Population Evolution and Birth Control, edited by Garret Hardin;

Roger Revelle, "Food and Population," in The Human Population by Scientific American editors;

William and Paul Paddock, "How Green is the Green Revolution?" in Reid and Lyon, pages 94-101;

Lester Brown, World Population Trends: Signs of Hope, Signs of Stress, Worldwatch Paper #8;

Jean Mayer, "Starvation Patterns," in Man and the Environment, edited by Wes Jackson.

Discussion

Food and affluence vs. population growth and pollution; refer to readings and assignment.

Films

"Beyond the Next Harvest" (27 minutes/1975/color). This film outlines recent global developments behind the world food problem. It includes interviews with delegates to the 1974 World Food Conference, Rome. It is available through Mass Media Ministries, Inc., 2116 North Charles Street, Baltimore, Maryland 21218.

"Population Ecology" (19 minutes/1964/color). While an old film, it beautifully portrays the fluctuation and limitation of population sizes as environments change. It discusses the human population growth curve and concludes that we too are governed by natural laws. The film is available from the Population Reference Bureau, The University of Cincinnati, and Zero Population Growth, Inc.

SESSION 4: Political Implications of Scarce Resources

Assignment

1. Read "Common Dependence on Scarce Resources" in Brown, pages 75-98.

2. Summary and CQC's.

3. Bring in some newspaper or magazine articles dealing with political implications of shortages of natural resources and food.

Brief lecture

A review of Robert Heilbroner's An Inquiry into the Human Prospect, 1974, on population, inflation, and nuclear war (see page 62).

Discussion

1. Readings and news articles.

2. Think about some of the political implications of future population pressures. For example: further conflict over coastal fishing limitations, oil embargoes and the growing importance of food in international diplomacy.

Visitor

Invite a foreign student who might discuss his/her perceptions about American consumption and its political implications for the developing world. A political science professor might also provide insights into the relationship of population growth and political stability and instability.

SESSION 5: Population Growth and Social Conditions

Assignment

1. Read Part IV, "Population Growth and Social Conditions" in Brown, pages 99-127.

2. Read Dudley Kirk's "World Population: Hope Ahead" in Reid and Lyon, pages 17-22.

3. Summary and CQC's.

Lecture

Do the theories of the Demographic Transition apply to developing countries? Also, China, birth control and "barefoot doctors." For backround reading, the following are recommended:

"Population: The U.S. Problem, The World Crisis," The New York Times Supplement, April 30, 1972. This article is available free from the Population Crisis Committee.

Interchange, Vol. 3, No. 3. Back issues of this bi-monthly newsletter are available from the Population Reference Bureau.

Studies in Family Planning, February 1976, Vol. 7, No. 2. This issue contains a discussion of China's population figures and is available from The Population Council.

Discussion

Readings and comments. Were Dudley Kirk's prophecies correct?

SESSION 6: World Population Growth: Problem Solving Strategies

Assignment

1. Read Part V, "Confronting the Population Threat" in Brown, pages 128-186.

2. Brief writing assignment (10 minutes): How likely is Brown's timetable (in the reading assignment) to be realized? Why?

3. Summary and CQC's.

Brief lecture

A review of population policy from a perspective of family and societal needs throughout history. For backround reading:

Kingsley Davis, "Population: Will Current Programs Succeed?" in Population: Dynamics, Ethics and Policy, published by the American Association for the Advancement of Science.

Bernard Berelson, "Beyond Family Planning," in Reid and Lyon, pages 192-200.

"Birth Control in India: The Carrot and the Rod?" in Family Planning Perspectives, May/June 1977, Vol. 9, No. 3, pages 101-111.

Michael S. Teitelbaum, "Population and Development: Is Consensus Possible?" in Foreign Affairs, July 1974, Vol. 52, No. 4, pages 742-760.

Discussion

1. CQC's and questions on the lecture.

2. What steps might be taken by governments, international organizations and individuals in order to implement the global goal "to protect and replenish the earth"? What psychological and social factors will be involved in implementing these steps?

Activities

1. Food for Thought--a simulation-experience game designed to deepen personal understanding of the interrelationships among world population, food supply and resources. See page 42.

2. Role play policy decision-making in India. What population policies would students suggest? Consider the political fate of Indira Ghandi. In a secret ballot, ask students to list the chief population policy they would recommend. Tabulate, and share the findings in the next class session.

SESSION 7: Does the United States Have a Population Problem?

Assignment

1. Read "Perspective on Population" and "Population Growth" in Population and the American Future, pages 1-21.
2. Read "The Meaning of the Population/Environment Crisis in the U.S." by Larry Barnett in Reid and Lyon, pages 29-33.
3. Summary and CQC's.

Brief lecture

A review of "Overpopulated America" by Wayne Davis in the American Population Debate, edited by Daniel Callahan (see page 61).

Discussion

1. Summaries and CQC's.
2. Have we reached zero population growth (zpg)? Why is the population still growing? Is the fertility rate really declining? Why the empty classrooms?
3. What are the ethical implications of the "India Factor" discussed in the lecture?

Films

"Population and the American Future" (30 or 60 minutes/1972/color). Available from NAFSA, The University of Cincinnati, and ZPG, Inc.

"Tragedy of the Commons" (23 minutes/1971/color). Available from ZPG, Inc., The University of Cincinnati, and PRB.

Slide/Tape program

"The Science and Ethics of Population Control," Part I (36 minutes/1975/color). This program deals with U.S. population growth, including the disproportionate consumption of global resources. Available from ZPG, Inc.

Visitor

A representative from a local chapter of Zero Population Growth, Inc. ZPG is the sole lobbying organization for population issues.

SESSION 8: United States Population Distribution and Urbanization

Assignment

1. Read chapter 3, "Population Distribution and Migration Policies," in Population and the American Future, pages 207-229.

2. Write a brief essay on one's hypothetical or real plans and reasons for migrating. What are some of the reasons which would cause one to not migrate?

Brief lecture

Rural and urban migration: exchange of blacks and whites to and from the South, using Petersen's Population and the chapter on migration. Also discuss the recent trends concerning increased growth of small towns and rural areas. "Rural Renaissance in America," a Population Reference Bureau Bulletin (Vol. 31, No. 3), will provide extensive background information. Other useful information can be found in:

Interchange, Vol. 2, No. 1-3 and Vol. 3, No. 2. Available from the Population Reference Bureau;

"A Census Portrait of . . .," by the U.S. Department of Commerce, Social and Economic Statistics Administration; this provides census data for each state, the District of Columbia and Puerto Rico.

Discussion

Would population redistribution solve most of our problems? Which would be alleviated? Which would not? What might be some costs associated with redistribution? What would happen to the central cities? To the available farmland? To the remaining open space? How would redistribution affect our transportation needs? Our energy needs?

Activity

Break up into small groups and role play a land-use planning meeting. Various interest groups such as environmentalists, young families wanting their own houses, developers, and the Chamber of Commerce should be represented.

Film

"We" (30 minutes/1973/color). This film contains population trends based on the 1970 census including migration patterns and regional population data. It is available from PRB (see page 4).

SESSION 9: Immigration

Assignment

1. Read "Immigration" in Population and the American Future, pages 199-206.

2. Read "International Migration as an Obstacle to Achieving World Stability," by John Tanton, in The Ecologist July 1976, Vol. 6, No. 6. It is available through ZPG at $.25 per copy.

3. Present your opinion on immigration policy in a short paper. What exceptions, if any, would you make to your policy?

Brief lecture

The brain-drain: its foreign and domestic implications; the problems of illegal immigration; conflicts of values in immigration policy. For backround reading consider the following:

Kinsley Davis, "The Migrations of Human Populations" in The Human Population edited by Scientific American editors;

John D. Heiss and Melanie J. Wirken, "Illegal Immigration: The Hidden Bomb";

Andrew C. McLellan and Michael D. Boggs, "Illegal Aliens: A Story of Human Misery";

"Illegal Immigration," a fact sheet.

The Heiss-Wirken, McLellan-Boggs, and fact sheet are available for free from ZPG, Inc. Single copies of another helpful handout, "Give Me Your Tired, Your Poor. . .," from Interchange (Vol. 4, No. 3), are available free from the Population Reference Bureau.

Activities

1. Presentation of special paper or topic.

2. Simulation of a Senate Subcommittee on Immigration discussing a bill which would establish a ceiling of 200,000 immigrants to the United States annually. Students should take roles of conflicting interest groups such as: 1) federal and state labor departments, 2) political refugees, 3) no-growth supporters, 4) international communities, and 5) farm workers and unions. Directions for this simulation are found in Options (see page 45).

SESSION 10: Population and the Individual: Stress, Alienation, Privacy and Politics

Assignment

1. Read "Population Density and the Style of Social Life," pages 112-117, and "Mental Health and Overpopulation," pages 130-133, in Reid and Lyon.

2. Read "Population Density and Population Size," pages 105-108, and "Government," pages 77-89, in Population and the American Future.

3. Summary and CQC's.

Brief lecture

Stress and human adaptation. This could include any or all of the following: human and animal density studies; noise as an example of stress and stress-related illness; individual variation in thresholds; alienation and political apathy; and extremism. For backround reading:

Lois Verbrugge and Ralph Taylor, "Consequences of Population Density: Testing New Hypotheses"; this reading includes a critique of Freedman's 1975 work. Single copies are available free from the Johns Hopkins University Center for Metropolitan Research and Planning, Shriver Hall, Baltimore, Maryland 21218;

Jonathon Freedman, Crowding and Behavior, 1975;

Rene Dubos, "Man Over-Adapting," in Psychology Today, February 1971, Vol. 4, No. 9.

Discussion

CQC's and lecture concepts.

Activity

Presentation of special papers/projects.

Visitor

A psychiatrist or psychologist from a local health clinic, or a representative from the police department to discuss citizen alienation.

SESSION 11: Family Size: Effects on Parents, Children and Family Life-Style

Assignment

1. "The One Child Family" by Judith Kunofsky and Judy Senderowitz. Single copies available free from Zero Population Growth, Inc.

2. "Teenage Pregnancy: A Major Problem for Minors." Also available from ZPG, Inc.; single copies free.

3. "Reserving a Womb: The Case for the Small Family" by E. James Lieberman in the American Journal of Public Health, January 1970, Vol. 60, No. 1.

4. Work on project or paper.

Brief lecture

Findings on family size and structure as they relate to various measures of IQ, creativity, marital happiness and other dimensions; family size and its relationship to personality characteristics such as locus of control and authoritarianism. For backround reading:

Kenneth Terhune, "Actual and Expected Consequences of Family Size" available free from the Center for Population Research, National Institute for Child Health and Development, Landow Building, Bethesda, Maryland 20014; the summary is especially helpful;

"The Value and Cost of Children," a Population Bulletin of the Population Reference Bureau, April 1977;

John and Suzanne Clausen, "The Effects of Family Size on Parents and Children," in Fawcett's Psychological Perspectives on Population

Discussion

CQC's, lecture concepts and handout, "Am I Parent Material?" distributed by the National Organization for Non-Parents (NON), 3 North Liberty Street, Baltimore, Maryland 21201.

Activities

1. Presentation of special papers/projects.

2. Brief writing assignment (10 minutes): Imagine you are the parent of a 2-year old and a 4-year old. A third pregnancy results in twin boys. List the ways this will affect your family and alter its plans. Include positive as well as negative results. How different would it be if there had been a single birth? How different would it be if you had decided on only two children? One? None? Include housing, automobile, vacation, privacy, solitude, career plans of women, career plans of men, the effects of having planned or not planned the pregnancy and gender preferences.

Visitor

A child psychiatrist, psychologist or social worker to discuss the impact of family size on family well-being.

SESSION 12: The Effect of Changing Family Patterns on Fertility

Assignment

1. Read "Social Aspects" pages 93-105 and "Status of Women and Children" pages 139-144 and pages 148-161 in Population and the American Future.
2. Read "Pronatalism: A Hidden Persuader Limits Personal Rights." This is a 4-page brochure of the National Organization for Non-Parents (NON).
3. Summary and CQC's.

Brief lecture

The interrelationship between changes in family patterns--women's roles, age at marriage, single adulthood, ideal family size. For backround reading:

Dr. Paul Glick, "Some Recent Changes in American Families," available from the Government Printing Office, Washington, D.C. 20402 (Series P-23, No. 52);

Jessie Bernard, "Adolescence and Socialization for Motherhood" in Women, Wives, Mothers, pages 69-96.

Kristin A. Moore and Isabel V. Sawhill, "Implications of Women's Employment for Home and Family Life," in Women and the American Economy: A Look to the 1980s, edited by Juanita Kreps;

Ellen Peck and Judith Senderowitz, Pronatalism: The Myth of Mom and Apple Pie, 1974;

Patricia Cayo Sexton, Women and Work, a report of the Employment and Training Administration, U.S. Department of Labor, R & D Monograph 46, 1977.

Handouts

"The Domestic Life of Americans," Interchange, May 1977, Vol. 6, No. 3; single copies free from Population Reference Bureau.

"Focus: All in the Family," Population Issues, March/April 1977; available from The Population Institute.

Activities

1. "Community Survey on the Status of Women," a how-to kit for conducting a local survey on the decision making positions held by women.

2. "Sex Roles: A Guide to Simulations, Games, and Activities," annotated list of games and activities on women's and men's roles.

3. "International Women's Year Action/Resource Bulletin," a list of activity ideas and resources related to women's issues.

All three of the above activities are available from The Population Institute (see page 41).

4. Presentation of papers/projects.

SESSION 13: United States Population Policies: Practical and Philosophical Considerations

Assignment

1. Read "Population and Public Policy" in Population and the American Future, pages 115-122.

2. Read "The Tragedy of the Commons" by Garret Hardin, and "Beyond Family Planning" by Bernard Berelson, in Reid and Lyon, pages 176-200.

3. Summary and CQC's.

Discussion

1. CQC's and the moral dilemmas suggested by the readings. Would Hardin and Berelson agree with each other?

   Garrett Hardin, "Lifeboat Ethics: The Case Against Helping the Poor," in Psychology Today, September 1974, Vol. 8, No. 4.

   Roger McIntyre, "Parenthood Training or Mandatory Birth Control: Take Your Choice," in Psychology Today, October 1973, Vol. 7, No. 5.

2. Compare the view that economic development must preceed any drop in fertility vs. the view that family planning programs are the most important element in any development plan. The following article might be helpful for backround reading:

   Michael S. Teitelbaum, "Population and Development: Is a Consensus Possible?" in Foreign Affairs, July 1974, Vol. 52, No. 4, pages 742-760. Reprints are available from The Ford Foundation, Office of Reports, 320 East 43rd Street, New York, New York 10017.

Handout

"A Population Policy for the U.S.," Zero Population Growth, Inc. Available free.

Activities

1. Presentation of special papers/projects.

2. The Population Activists' Handbook, a how-to blueprint for action to bring about policy changes, improved education and increased family planning services. It is available from The Population Institute at $4.95 per copy.

Visitor

A minister, priest, rabbi or other person who deals with the study of ethics to discuss moral/ethical aspects of population policies.

SESSION 14: Population Education or Population Growth and the Individual*

Assignment

1. Read "Education" in Population and the American Future, pages 123-137.

2. Summary and CQC's.

Brief lecture

Population education. For backround reading:

Elaine Murphy, "Bringing the Real World into the Classroom: The Call for Population Education"; Single copies are available from Zero Population Growth, Inc.

Activities

1. Presentation of special papers/projects.

2. Participation in activities included in ZPG's Population Education Teacher's Kit, PRB's Options (see page 45), and The Population Institute's Food for Thought (see page 42).

Films

"Sorry No Vacancy" (27 minutes/1973/color). Available from ZPG, Inc.

"More" (3 minutes/1972/color). Available from ZPG, Inc.

*The latter title should be substituted if population education is not relevant to the class, i.e. if no teachers or education majors are enrolled.

Slide/Tape program

"The Infusion of Population Education into Existing Curriculum" (50 minutes/1976).

SESSION 14: Population Growth and the Individual (if population education is not relevant to the class)

Assignment

1. "Values, Ethics and Population," The Hastings Center Report, June 1973, Vol. 3, No. 3, pages 6-8; available from The Population Council.

2. Try to think of 3 ways, not covered in the course, that population growth affects your personal life, or interrelates with other subjects you are studying.

3. Summary and CQC's.

Discussion

Readings and sharing of ideas about population growth and its personal implications.

SESSION 15: Review of Materials and Resources or Summary and Review*

Assignment

1. Examination of materials and teaching ideas in ZPG's Population Education Kit, Options, Food for Thought and Interchange.

2. CQC's

Handouts

"12 Steps to Incorporate Population Education into your Public Schools," a 4-page strategy paper available from The Population Institute.

Carl A. Huether and Susan O. Gustavus, "Population Education in the U.S.," PRB Report, March 1977, Vol. 3, No. 2.

Activities

1. Presentation of papers/projects.

2. Continue the population education activities from SESSION 14.

Brief discussion

CQC's and strategies for population education, based on the handouts (allow reading time in class).

Brief lecture

Summary and review of course concepts.

*The latter title should be substituted if population education is not relevant to the class, i.e. if no teachers or education majors are enrolled.

SESSION 15: Summary and Review (if population education is not relevant to the class)

Films

"Tomorrow's Children" (17 minutes/1971/color). This film calls for our response to the physical and psychological needs of future generations through reducing our per capita consumption and population growth rates.

"Time of Man" (50 minutes/1969/color). This film examines primitive tribal interactions with the environment, and discusses the potential for contemporary man to accommodate population growth and technological change within the ecosystem on which he depends.

"The Population Debate" (about 60 minutes/1975/color). This film examines demographic variables and consequences of population changes. It raises social and economic questions related to food and population and is available from Sunburst Communications, 41 Washington Avenue, Pleasantville, New York 10572.

Activities

Values clarification games. See Values Clarification by Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum.

Brief lecture

Summary and review of course concepts.

ORGANIZATIONS IN THE POPULATION FIELD

The Population Council
One Dag Hammarskjold Plaza
New York, New York 10017
(212) 644-1300

The Population Institute
110 Maryland Avenue, N.E.
Washington, D.C. 20002
(202) 544-3300

National Association for
Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009
(202) 462-4811

Sierra Club
Population Project
530 Bush Street
San Francisco, California 94108
(415) 981-8634

Population Crisis Committee
1120 19th Street, N.W.
Suite 550
Washington, D.C. 20036
(202) 659-1833

National Organization for Non-Parents
3 North Liberty Street
Baltimore, Maryland 21201
(301) 752-7456

Planned Parenthood Federation
of America
810 Seventh Avenue
New York, New York 10019
(212) 541-7800

Population Reference Bureau
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 785-4664

National Catholic Educational
Association
One Dupont Circle, N.W.
Suite 350
Washington, D.C. 20036
(202) 293-5954

United Nations Fund for
Population Activities (UNFPA)
485 Lexington Avenue, 20th Floor
New York, New York 10017
(212) 754-8258

U.S. Department of Commerce,
Bureau of Census
Federal Building #3
Suitland, Maryland 20235
(301) 763-7273

Zero Population Growth, Inc.
1346 Connecticut Avenue, N.W.
Suite 603
Washington, D.C. 20036
(202) 785-0100

THE POPULATION INSTITUTE

110 Maryland Avenue NE • Washington DC 20002 • (202) 544-3300. Cable: POPINST Washington DC

RESOURCE LIST

These publications are produced by the Population Institute and are available free in single copy, unless otherwise noted. Requests for materials should be sent to the Resource Center, The Population Institute, 110 Maryland Ave. N.E., Washington, D.C. 20002. All orders must be prepaid.

POPULATION

Population and Human Development; A Course Curriculum Including Lesson Plans, Activities, and Bibliography (revised 1977)
A course outline of fifteen class sessions designed to educate college and upper high school audiences about population growth and related issues. Can also be used as a teacher training instrument. Lesson plans include reading and writing assignments, brief lectures, discussions, activities and films. $2.00.

A Biosocial View of Population: Fertility Behavior in Animal Groups and Early Human Societies (June 1977)
A review of resources and theories relating social structure, group size and fertility regulation. It examines these various topics in animal groups, early human societies and developing countries today. $1.00.

The Population Debate
Descriptive flyer and order form for a four part sound filmstrip in color dealing with demography, ecology and food, distribution and economics, and family planning.

Population Periodicals Chart
A comprehensive list of periodicals in the field, with addresses and subscription prices; compiled so that concerned individuals can learn of and use publications in their interest area.

Population Poster Packet
Six small posters drawn by children and adults illustrating popu.ation and environmental problems. $1.00.

Population Synthesis
A one-page fact sheet on the world population problem and the effects of over-population.

Population Issues
A bi-monthly newsletter that provides information on a range of population issues. Each newsletter focuses on one topic; provides useful tools and materials; and tells of upcoming events in the field. Individual subscriptions are $3.50 per year. Free to population organizations.

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The Population Institute
A general brochure.

The Population Activist's Handbook (1974)
A wealth of information in the areas of fund raising, communication, team morale, population, education and counseling; numerous sample projects for college students on a wide range of population topics. $4.95.

The Public Relations Media Primer
An outline of steps to be taken to promote your cause among radio, television and print media people. $2.00.

Speakers Bureau Packet
A complete guide to setting up a speakers bureau on your campus or within your membership organization. $1.00.

National Directory of Population Speaker Sources
A list of government agencies, and academic centers which can provide speakers nationally on a wide variety of population-related topics. $1.00.

Food for Thought
A simulation activity relating the issues of food shortage, population density and distribution of wealth. $3.00.

Strategies for Population Education: Twelve Steps to Incorporate Population Education into Your Public Schools
A strategy paper for those who are working through their school systems to bring population education to their communities.

FEMINISM

Community Survey on the Status of Women (October 1977)
A how-to kit for conducting a local survey on the status of women; contains information about women's position in the United States and other countries. Guidelines for getting publicity on results and in-depth follow-up. $2.00.

Student Project to Conduct a Campus or Community Survey on the Status of Women
Contains the Community Survey on the Status of Women; as well as a project description and comprehensive bibliography. $2.00.

International Women's Year Action/Resource Bulletin
Information, resources and action ideas prepared for International Women's Year 1975, but useful for women's issues generally. Single copies free; bulk rates available.

Student Project to Organize a Campus Women's Center
Fundamental steps in establishing a center are stressed and a list of other women's centers where help may be solicited are offered. Includes a comprehensive bibliography of feminist readings. $.25.

How to Run a Consciousness Raising Group for Teenage Women
Based on actual experience, this strategy paper suggests some very pertinent areas of discussion for making the c-r group experience as valuable as possible. Also offered is a bibliography of readings and films tailored to teenage women which will help provide background information for the c-r discussion. $.25.

Student Project to Organize Consciousness Raising Groups on Campus
A concise,comprehensive guide to establishing c-r groups on college campuses. A step-by-step formation process and an outline of c-r group ground rules are offered. Suggested topics for discussion and related readings included. $.25.

SEX EDUCATION AND FAMILY PLANNING

Student Project to Establish a Peer Counseling Program in Sexuality
Outlines the fundamental steps for setting up a crisis center or hotline that deals with the questions most teens and young adults have about their sexuality. An extensive listing of organizations, books and articles is included. $.25.

Does Your Campus Offer Birth Control
A pamphlet describing how to evaluate your campus contraceptive and sexuality services; strategies and resources to establish or improve them.

Telling Teens About Family Planning Services: Ten Steps to Advertise in High School Yearbooks
A strategy paper on an innovative way to advertise family planning -- through the high school yearbook. Examples of ads and contact letters are given.

Adolescent Pregnancy: Recent Publications
An annotated list of recent publications on the adolescent pregnancy problem.

Sex Education/Action Bulletin
Information, resources and action ideas on sex education.

Student Project to Introduce Sex Education into the Local Public School System
Beginning with an assessment of the community's need for sex education and ending with a suggested method of evaluation, this project provides a comprehensive step-by-step strategy to introduce sex education into the schools and communities. Although originally written for California communities, it is applicable in any state. $1.00.

Sex Education: A Community Approach for New Hampshire
Explains a process for improving a community's sex education opportunities. Limited quantities.

One-Day Program in Human Sexuality (or "Most Asked Questions by Teenagers on Sexuality")
An account of a sex education presentation in an Alabama high school. Useful for teachers, health educators. Limited quantity.

The Availability of Family Planning Services to Ohio Minors
An analysis of Ohio law and statutes related to the delivery of family planning services to minors, especially without parental consent. Suggestions for how minor wording changes in the law might clarify the confusion. Limited quantity.

LAND USE AND HUMAN SETTLEMENTS

Growth, Planning and Zoning-- The Mixed Experience of Five Michigan Townships
A profile of 5 townships in Wayne County, Michigan, it explores attitudes towards growth; analyzes state efforts to regulate land use; and concludes with six general observations based on comparisons of the 5 townships. Limited quantity.

Habitat Resource Bulletin
A bulletin, in tabloid form, prepared for the U.N. Conference on Human Settlements. Includes information on people, organizations, materials, activities and statistics in order to help people focus on HABITAT issues.

Resources Available from the Population Reference Bureau

Orders should be addressed to P.O. Box 35012, Washington, D.C. 20013. General inquiries should be addressed to 1337 Connecticut Ave., N.W., Washington, D.C. 20036.

High school teachers may receive the following regularly for a special membership fee of $5.00; college professors, $10.00; regular membership, $20.00.

Population Bulletin (single copies, $1.00; 2-49 copies, $.75 each; 50 or more copies, $.60 each)
Six in-depth reports per year by recognized authorities on trends, problems, and policies in population and related fields. Recent issues have discussed the value and cost of children; explored past, present and future international migration patterns; reviewed urbanization in Third World countries; and analyzed marriage, divorce and living together in the United States today.

World Population Data Sheet (single copies, $.50; 2-49 copies, $.35; 50 or more copies, $.25 each)
This is a two-color wall chart, 18½ by 23 inches with up-to-date reliable population data for the world, regions and about 160 individual countries. Issued yearly.

Intercom (free)
A 16-page monthly newsletter reporting on worldwide trends and activities in the population and family planning fields, with reviews of significant books and articles and summaries of new data as they become available.

PRB Reports (single copies, $.75 each; 2-49 copies, $.50; 50 or more copies, $.35)
Periodic publications which summarize annual population events, important on-going population research, and other appropriate materials.

Interchange (free)
Population education newsletter for teachers published five times during the school year. Includes a lead essay on a population related topic accompanied by an 8½ by 11 inch teaching module containing teaching objectives, additional visuals and a series of specific teaching activities. Level: junior high school through undergraduate. U.S. oriented. Includes news of population education resources and activities.

Population: Sources and Resources (free)
A comprehensive, annotated listing of over 40 organizations and 125 materials. Revised edition available in January 1978.

Food for Thought ($3.00)
Activities exploring the impact of population growth on the distribution of people, food and land.

PRB Chart Series

Series I 1975

World Population Growth
World Birth and Death Rates
World Urbanization, 1800-2000
The Development Gap
Age-Sex Population Pyramids: Rapid, Slow and No-Growth Models
Components of U.S. Population Growth
Distribution of U.S. Population, 1974
U.S. Immigrants by Regions of Origin, 1820-1974

Series II 1976

World Grain Consumption, 1976
World Energy Production and Consumption and Production, 1950 and 1974
Major Causes of Death in the U.S., 1900-1975
Age Structure of the U.S. Population in the 20th Century
Status of Women in the United States, 1950 and 1975
U.S. School Enrollment, 1950-2000

Series III 1977

Migration Trends in the U.S., 1970-1976
U.S. Trends in Marriage and Divorce, 1921-1974
Changing Contraceptive Practices in the U.S., Married Couples, 1965 and 1975
World Infant Mortality Needs, 1975
Growth of World Urban Centers
Population Density in 14 Selected Countries

Prices: Poster size, 17 x 22 inches, $1.50 per set
Notebook size, 8½ x 11 inches, essays and additional graphics on reverse; 1-19 sets, $.35 each; 20-49 sets, $.25 each; 50 or more sets, $.15 each.
Color slides: Series I (8 slides), $4.00.
Series II & III (6 slides each), $3.00 each.

Options: A Study Guide to Population and the American Future, (free). Desined for use with the film report of the U.S. Commission on Population and the American Future. Contains text, exercises, resources and tips which can be used without the film as well. 75 pages. 1973.

Resources Available from Zero Population Growth, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

Prices include postage unless otherwise noted.
Items which are not produced by ZPG are indicated with the symbol ☆.

Population Education Materials for Teachers

PE1 Population Education Resource Kit. Designed to acquaint teachers with population education concepts and materials; includes an introduction to population education; classroom-ready materials (quiz and games), background information for planning lessons and a list of population curricula and resources. Includes *Twenty-two Dimensions of the Population Problem, World Population Data Sheet,* and other publications from ZPG, the Population Reference Bureau, and the Center for Information on America. Total of 25 items. Kits $2 each.

PE2 Population Education Leader's Kit: Recipe for a Small Workshop. A detailed 35-page guide to assist educational and community leaders in teacher training in population education; includes PE1 (above) and additional background information. $3 each.

PE3 Twenty-two Dimensions of the Population Problem. Worldwatch Institute's Paper #5 summarizes important ways population dynamics can change our lives and global stability; suitable for individual or group study at high school or college level. ZPG fills bulk orders of 20 or more copies at 75¢ each. One study guide included with each order. For fewer than 20 copies, contact Population Reference Bureau, 1337 Connecticut Ave., N.W., Washington, D.C. 20036 ($2 each). ☆

PE4 Audio-visual Aids in Population Education. Annotated listing of 19 films available from ZPG for rental at $10 each. Annotations include recommended grade level and subject area as well as purchase information. Single copies of list free.

PE5 ZPG's Population Education Project: Why and What is It? Two-page description of the purpose, philosophy, and program of ZPG's teacher-training program. Single copies free.

PE6 Bringing the Real World into the Classroom: The Call for Population Education. Two-page article defines population education and notes the positive response from national education organizations; reprinted from *Environmental Education Report,* Oct. 1976. Single copies free. ☆

Posters

P1 Feel Crowded? Consider Zero Population Growth. Black and white, 17 x 22 inches. 1-9 copies, 50¢ each; 10 or more, 40¢ each.

Consider the Alternative. Colorful Earth floating in black void of space, 20 x 23 inches. 1-2 copies, $1 each; 3-10, 90¢ each; 11-49, 80¢ each; 50 or more, 75¢ each. Add 60¢ for shipping 1-2 copies; add 11¢ each poster for three or more. Order directly from ZPG Seattle, 4426 Burke Ave. N., Seattle, WA 98103.

General Brochures about ZPG

G2 Losing Ground? Contrasts "growth" and "progress," discusses ZPG's program and achievements; includes membership blank; illustrated with drawings of overdeveloped and wisely developed townscapes. Green and brown on beige, folds to envelope size; 1974. Free.

G3 Goals of Zero Population Growth, Inc. Summarizes major ZPG objectives, including ending U.S. population growth by the year 2008. One page flyer; 7/77. 1-5 copies free; six or more, 2¢ each.

Leaflets

U.S. Population Growth

L1 U.S. Population Fact Sheet. Provides data for births, deaths, legal and illegal immigration, and population growth for 1974-76. Single sheet both sides, purple on cream; 6/77. Single copies free; 2-49 copies, 8.5¢ each; 50-199, 8¢ each; 200-499, 6.5¢ each; 500 or more, 5.5¢ each.

L2 Population Myths. Discusses and refutes 15 common myths about population growth, including the notion that the United States has no population problem, that some types of people have more children than others, and that some types of people *ought* to have children; summarizes research findings on these topics and includes data on U.S. population growth for 1974-76. Four pages on newsprint; 6/77. Single copies free; 2-49 copies 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L3 Benefits of Zero Population Growth. Discusses the relationship between U.S. population growth and size and other factors, including quality of life, the economy, energy, minerals, water, food, pollution, and government services. Four pages, green on cream; 6/77. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L4 Future U.S. Population Alternatives. Compares projections made by the U.S. Census Bureau and ZPG; shows the effect of varying levels of fertility and legal and illegal immigration on population size, growth rate, and age structure through the year 2025. Four pages, purple on cream; 6/77. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L5 A U.S. Population Policy: ZPG's Recommendations. Discusses the need for a population policy and government programs and policies recommended by ZPG to reduce fertility and immigration; includes an analysis of options concerning future U.S. population size and a glossary. Six pages, blue on cream; 1/77. Single copies free; 2-49 copies, 15¢ each; 50-199, 14¢ each; 200-499, 12¢ each; 500 or more, 11¢ each.

L6 A Population Policy for the U.S. Condensed version of L5, reprinted from the *ZPG National Reporter*. Single sheet both sides, brown on cream; 12/76. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L7 Themes and Highlights. Summarizes the *1972 Report of the President's Commission on Population Growth and the American Future*, including its conclusions and recommendations. Four pages, red on white; 1973. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L8 ZPG and the Economy. Discusses the impact of zero population growth on the U.S. economy, income levels, industry, labor force growth, and the quality of life. Four pages, blue on cream; 8/77. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

Immigration

L9 Illegal Immigration. Summarizes basic facts about illegal aliens—who they are, where they come from, why they come, and what is being done about the problem. Includes information about the demographic impact of illegal immigration, pending legislation, and the U.S. government agencies involved; Single sheet both sides, blue on cream; 7/76. Single copies free; 2-49 copies, 8.5¢ each; 50-199, 8¢ each; 200-499, 6.5¢ each; 500 or more, 5.5¢ each.

L10 International Migration as an Obstacle to Achieving World Stability. Reprinted from *The Ecologist* (12/6/74), this 12-page paper by former ZPG President John H. Tanton discusses the effects of international migration on developed and developing nations. 25¢ each. ☆

L11 Illegal Aliens: A Story of Human Misery. This eight-page article by Andrew C. McLellan and Michael D. Boggs describes past and present worker immigration, "bracero" pacts with Mexico, abuses, and possible immigration reforms. Reprinted from the AFL-CIO *American Federationist*, 8/74. Single copies free; two or more, 15¢ each. ☆

Family Planning and Family Size

L12 Teenage Pregnancy: A Major Problem for Minors. Discusses the incidence, outcomes, and problems of teenage pregnancy, teen contraceptive use, clinic services, information barriers, legal rights of teenagers, and recommendations for action programs. Four pages, green on cream; 6/77. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

L13 The One-child Family. Cites research findings to dispel the myth of the lonely, spoiled "only child." Describes the advantages of being or having an only child; lists famous "onlies" and reading materials. Four pages, cinnamon on cream; 4/76. Single copies free; 2-49 copies, 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; 500 or more, 8.5¢ each.

Growth Policy

L14 Is Population Growth Good for Your City? Author Eric [illegible]n states that the optimal size for a city is around [illegible] beyond that size, crime and tax rates rise and city ser[illegible] line. Four pages, green on white; 1973. Single copies [illegible], 12¢ each; 50-199, 11¢ each; 200-499, 9.5¢ each; [illegible] more, 8.5¢ each.

Paperback Books

BK1 Population and the American Future. Final report of the U.S. Commission on Population Growth and the American Future; an arsenal of facts supporting population stabilization. Signet, 1972, 332 pages. $1.50 each. ☆

BK2 In the Human Interest: A Strategy to Stabilize World Population by L[illegible]r R. Brown. Relates population growth to food and reso[illegible]e shortages, development, and environmental stress; emphasizes the interdependence of nations; and advocates stabilization of world population at six billion. W.W. Norton, 1974, 186 pages. $2.95 each. ☆

BK3 The Limits to Growth by Donella H. Meadows, et al. Computer projections of population, resource, industrial output, and food trends leading to drastic decline in population and industrial capital within 100 years; very readable introduction to the population problem. New American Library, 1972, 200 pages. $1.50 each. ☆

BK4 The Population Bomb by Paul R. Ehrlich. Readable and hard-hitting best-seller describes the impact of population growth on the environment, possible catastrophic scenarios, and what individuals can do. Ballantine Books, 1971, 180 pages. $1.50 each. ☆

BK5 The End of Affluence: A Blueprint for Your Future by Paul R. and Anne H. Ehrlich. Outlines the problems we face in the future and the inability of political leaders to solve them; provides a guide to help individuals adapt to an era of limited resources. Ballantine Books, 1974, 288 pages. $1.95 each. ☆

PRE-COURSE AND POST-COURSE TESTS

The pre-course text can serve as a useful indication of the general level of knowledge that the students have about population concerns. The test can be used to assess the areas in which the students are strong and that the teacher may therefore wish to cover quickly, or skip completely, as well as the weaker areas which the teacher should emphasize. For example, some classes may be stronger in the demographic aspects, perhaps reflecting the students' background in statistics and the relevant class sessions could be covered in one sitting. Classes which generally respond poorly to the questions on social aspects of population growth might be given more emphasis on these areas.

By giving the same questionnaire as a post-test at the completion of the course, the teacher will have a general indication of the extent to which the course has been successful in increasing the level of knowledge. The results may indicate particular class sessions that need to be revised or strengthened.

Questionnaires 2 and 3 were drawn from the 1971 National Public Opinion Survey sponsored by the Commission on Population Growth and the American Future. They may also be used by interested teachers to indicate what effect, if any, the course has had on the level of concerns and attitudes among the students about population trends and policy.

Questionnaire 1 - Survey of Population Knowledge

Directions

Please answer every item. When a choice is difficult, choose the answer which most nearly fits what you think.

1. What is the population of the world today?
   a. 900 million
   b. 2.2 billion
   c. 4.0 billion
   d. 7.4 billion
   e. 22 billion

2. What is the present rate of growth of world population?
   a. 1 %
   b. 1.8 %
   c. 5 %
   d. 10 %
   e. 25 %

3. If world population continues its present rate of growth how long will it take to double?
   a. 10 years or less
   b. approximately 20 years
   c. approximately 40 years
   d. approximately 85 years
   e. approximately 120 years

4. What is the population of the U.S. today?
   a. under 50 million
   b. about 75 million
   c. about 110 million
   d. about 216 million
   e. over 500 million

5. If the U.S. population continues to grow at its present rate, how long will it take to double?
   a. 10 years or less
   b. approximately 20 years
   c. approximately 35 years
   d. approximately 95 years
   e. approximately 120 years

6. Which of the following countries has the greatest number of people?
   a. China
   b. India
   c. United States
   d. Soviet Union
   e. Brazil

7. Which of the following countries has the highest rate of growth?
   a. Soviet Union
   b. United States
   c. Mexico
   d. West Germany
   e. India

8. In the last year, the actual number of people in the U.S.
   a. has declined by over a million
   b. has increased by over a million
   c. has increased by about 500
   d. has stayed just the same, i.e., has stabilized

9. All else being equal, if the average American family consisted of 3 children, it would result, over time, in
   a. a population which eventually will stabilize
   b. a population which will grow continuously
   c. A population size very little different from a two child average family
   d. an eventual decline in population
   e. I don't know

10. The post-World War II "baby boom"
   a. was of minor significance demographically.
   b. continued the trend for the decade before it
   c. is partially responsible for unemployment today
   d. meant reduced taxes in the 1950's
   e. I don't know

11. The U.S. population
   a. is about evenly divided between rural areas and urban areas
   b. is 75% urban
   c. is 75% rural
   d. except for a few big cities, is mostly centered in hundreds of small towns
   e. I don't know

12. In the last few years, legal immigration from other countries has
   a. represented about 25% of our annual population growth
   b. helped balance the continued decline in population
   c. has had almost no impact on the U.S. population
   d. declined considerably
   e. I don't know

13. To know for sure whether a country's population is growing, you would have to know
   a. if people are having larger families than before
   b. if more people are getting married and having families earlier than before
   c. if people are living longer than before
   d. if the birth rate is larger than the death rate and if immigration is greater than emigration
   e. I don't know

14. In general, countries which have become mainly urban and industrial
    a. decrease their birth rate
    b. increase their birth rate
    c. have little change in their birth rate
    d. increase their death rate
    e. I don't know

15. According to recent analyses, population growth in developing countries
    a. has helped economic development
    b. has hindered economic development
    c. has had little effect on economic development
    d. I don't know

16. If current rates of both world population growth and food production continue, there will be
    a. increased food shortages and famines
    b. about the same amount of food per capita
    c. an improvement in amount of food per capita
    d. I don't know

17. In terms of the causes of increased pollution in the U.S.
    a. industrial growth (more cars, etc.) is mainly responsible
    b. population growth and industrial growth are equally responsible
    c. littering and wastefulness by individuals is mainly responsible
    d. I don't know

18. According to a recent study, continued population growth in the U.S. would
    a. increase government inefficiency and expense
    b. yield a net increase in tax revenues
    c. increase an individual's impact on government decisions
    d. have little or no effect on government operation
    e. I don't know

19. The U.S. represents about 5% of the world's population; it consumes what percent of the world's natural resources?
    a. 5-10%
    b. 10-30%
    c. 30-60%
    d. 60-90%
    e. I don't know

20. Children from large families are more likely to
    a. have lower IQ scores
    b. to be more creative
    c. to get along better with others
    d. to have fewer motor skills
    e. I don't know

21. According to the 1970 Census, 70% of the natural U.S. population growth was due to births to
    a. people on welfare
    b. the white middle class
    c. Catholics
    d. immigrants
    e. I don't know

22. Couples who earn higher incomes are more likely to have
    a. larger families
    b. smaller families
    c. the same size families as others
    d. no children
    e. I don't know

23. According to 1970 studies, approximately what percent of births in the U.S. are unplanned?
    a. 10%
    b. 25%
    c. 45%
    d. 75%
    e. I don't know

24. According to the lower estimates by the Immigration and Naturalization Service, illegal immigration into the U.S. each year accounts for an additional
    a. 800,000
    b. 2,000
    c. 10,000
    d. 100,000
    e. I don't know

25. When the birth rate (number of births per 1,000 people) declines, the population
    a. also declines
    b. rises
    c. does not necessarily decline
    d. stabilizes
    e. I don't know

ANSWERS

1. c	6. a	11. b	16. a	21. b
2. b	7. c	12. a	17. b	22. b
3. c	8. b	13. d	18. a	23. c
4. d	9. b	14. a	19. c	24. a
5. d	10. c	15. b	20. a	25. c

Questionnaire 2: Level of Concern about Population Trends

There are no "right" answers for this questionnaire. It is a survey of level of concern only.

1. How do you regard the growth of the U.S. population?
   a. a serious problem
   b. not so serious a problem
   c. no problem at all
   d. no opinion

2. How do you regard the growth of world population?
   a. a serious problem
   b. not so serious a problem
   c. no problem at all
   d. no opinion

3. How would you feel if the population growth of the U.S. slowed down and gradually leveled off?
   a. very concerned
   b. concerned
   c. not concerned
   d. glad about it
   e. no opinion

4. Do you agree or disagree with those who claim that population growth is causing the country to use up its natural resources too fast?
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

5. Do you agree or disagree with those who claim that population growth is one of the main reasons for air and water pollution?
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

6. Do you agree or disagree with those who claim that population growth helps keep our economy prosperous?
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

7. Do you agree or disagree with those who claim that population growth is producing a lot of social unrest and dissatisfaction?
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

8. Do you agree or disagree with those who claim that population growth is important in keeping up our nation's military strength?
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

9. What is your opinion about the population distribution in the U.S?
   a. a serious problem
   b. not so serious a problem
   c. no problem at all
   d. no opinion

10. What do you think about the size of the population of your own community and its surrounding area?
   a. it is about right
   b. it should be smaller
   c. it should be larger
   d. no opinion

Questionnaire 3 - Attitudes About Population Policy

There are no "right" answers for this questionnaire. It is a survey of attitudes only.

1. Do you think that the government should or should not try to do anything to slow down population growth in the U.S.?
   a. should
   b. should not
   c. no opinion

2. Do you think that thenumber of legal foreign immigrants coming into the United States should be increased, reduced, or left the same?
   a. increased
   b. reduced
   c. left the same
   d. no opinion

3. Do you think that information about birth control should or should not be made available by the government to all men and women who want it?
   a. should
   b. should not
   c. no opinion

4. What about birth control supplies themselves? Do you think that the government should make such supplies available to all men and women who want them?
   a. yes
   b. no
   c. no opinion

5. Do you think that the decision to have an abortion in the early months of pregnancy should be made solely by the couple and their doctor, or do you think that such abortions should be permitted only under certain circumstances?
   a. solely by the couple and their doctor
   b. permitted only under certain circumstances
   c. not permitted under any circumstances
   d. no opinion

6. Do you think the government should or should not help make abortion available to all women who want it?
   a. should
   b. should not
   c. no opinion

7. Do you believe that schools in the U.S. should give special attention to causes and consequences of population change?
   a. yes
   b. no
   c. no opinion

8. Some people say that sex education in the schools will help to reduce the number of teenage pregnancies and babies born out-of-wedlock in this country. Do you agree or disagree?
   a. agree
   b. disagree
   c. no opinion

9. Would you be for or against our high schools offering information on ways of avoiding pregnancy?
   a. for
   b. against
   c. no opinion

10. Do you think that tax laws should encourage couples to have children, discourage them, or neither?
   a. encourage
   b. discourage
   c. neither
   d. no opinion

11. Do you think the federal government should discourage or should not discourage further growth of large metropolitan areas?
   a. should
   b. should not
   c. no opinion

12. Do you feel the federal government should or should not try to encourage people and industry to move to smaller cities and towns?
   a. should
   b. should not
   c. no opinion

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YOUR COMMENTS AND SUGGESTIONS

If you have taught this course, in parts or as a whole, we would like to know your reactions.

1. Was the course in general (circle one)

   a. too lengthy
   b. appropriate length
   c. too short

2. Was the course format (circle one)

   a. too structured
   b. adequate flexibility
   c. too unstructured

3. Was the course content (circle one)

   a. too advanced
   b. appropriate academic level
   c. not advanced enough

4. Were the basic readings useful?

   _____Yes _____No

5. Were the suggested additional readings useful?

   _____Yes _____No

6. Were the discussion topics useful?

   _____Yes _____No

7. Were the activities appropriate?

   _____Yes _____No

8. Other comments on format and content:

_____

_____

_____

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